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ABSTRACT

The Special Services Project, designed to provide a multidimensional support program for disadvantaged college freshmen, is described. The program is designed to provide for the identification of appropriate students, their strong support during their freshman year, and the opportunity for students to return to the program in areas of individual need throughout their college career. Four main divisions are delineated: (1) academic skill building, (2) social skill building, (3) situational skill building, and (4) special services. Both a demographic and a general personal/cultural picture of the target population are elaborated. A comprehensive description of the project from its earliest developmental period through its present operational form includes a statement of objectives and plans for the future. (TL)

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THE ACADEMIC SUPPORT CENTER:

A PROGRAM DESCRIPTION AND FUTURE PROJECTIONS

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INTRODUCTION AND SUMMARY

purpose

The basic purpose of the Special Services Project on the Lake Superior State College Campus is to provide a multidimensional program that will meet the needs of groups of students within the total Academic Support Center population. It is intended to eliminate duplication or waste of student effort by allowing participants, following individual counseling, to select support activities based on tested need, recommendations, and personal interest.

structure

The basic structural format of the Academic Support Program is designed to provide for a flow, with its inception in identification of the student, strong support through his total freshman year in college, and opportunities to return to the program in areas of individual need up to the time of leaving college. There are four major dimensions included in this program, (1) the period which spans the students identification and his entrance into the Academic Support Program, (2) the period which spans the Summer Session on campus, (3) the period which encompasses the freshman year in college, and (4) the period which follows the freshman year and terminates with the student's graduating or otherwise leaving college.

This program commences with a Summer Session which enables the student to begin his collegiate life when fewer students are on campus. By completing course work during the summer session the student is able to carry a lighter academic load during the following regular quarter.

Narrative Program Description

entry program

Early identification of potential program participants is essential. The project director works closely with admissions officers in identifying students who are eligible for the Special Services Project. The project director also helps the admissions staff become more sensitive to the type of student who may benefit from project support. Participant identification is not limited to the traditional sources. Identification is made through peers, social workers, Michigan Employment Security Commission counselors, Concentrated Employment Program Counselors, Upward Bound participants and their friends, the Indian Youth Conference, and Community Action Agencies.

Active attempts are made to make the college environment more like the environment from which the students come. Programs are planned that take advantage of the student's strengths and offer remedial help in areas that would hinder his success in college (in such areas as reading, study skills, social adjustment, tutoring and remedial course work.

The entry program serves many purposes in meeting the

needs of the culturally different or otherwise disadvantaged student. The entry phase of the program allows for the counseling of students to help them choose programs in which they have the greatest hope of success. Research tends to indicate that students who are more like the college environment have a greater chance of success. Information obtained during the identification phase is used in planning programs for the culturally different student. Colleges tend to be oriented to middle class students. This focus jeopardized chances of success for the student from lower socio-economic groups. Information obtained concerning the prospective program participant enables the college to plan its program so that it becomes more like the student and thus better able to meet his specific needs.

acceptance

The number of students accepted into the Special Services Project (Academic Support Program) must be determined by the availability of staff and funds, and the commitment of the college community, both faculty and administration, to the students in the program. A student's acceptance into the program is based on his eligibility and also on the ability of the institution to meet his special needs.

With his letter of acceptance the culturally different student will receive the college catalogue and a list of courses from which he can choose. At this time he will be invited to an orientation program that begins just prior to

the summer session

commitment

Commitment plays a key role in a program of this nature; it must be made by both parties. Upon his arrival to campus the culturally different student receives the colleges commitment to assist him. At this time he will be introduced to the services available and the programs provided for him. The student at this time will make a commitment to himself, the college and to fellow students to participate actively in the college experience.

Research tends to indicate that commitment on the part of the student and the college may be the most significant aspect of the program. The variable of endurance, or the ability to undertake a task and see it through to completion, is related to persistence (Bucklin, 1970). This persistence may be greatly enhanced by a public commitment by all persons involved in the program.

student affairs

The Student Affairs Division provides services to all students in the college community. It serves as a prime source of support as well as a referral source for the Academic Support Project. It is imperative that the project director keep open channels of communication to all persons in this division.

academic faculties

The total success of the student in college requires close cooperation between, and integration of the faculties of the academic departments and the members of the Student Affairs Division. The college student lives in a total environment, only a small proportion of which is related to academic achievement. The total college environment must be considered and this requires close liaison between all members of the college community.

special programs

A participant in the Academic Support Program is counseled based on his expressed needs and interests as well as his tested interests and aptitude and then is free to elect supportive programs within the Academic Support Program. These programs are available both during the summer session and throughout the academic year, and are open to all program participants who express an interest.

The purpose of a flexible program is to eliminate permanency and to provide for change in the program as the need for it is exhibited by the incoming population. This flexible program provides for evaluation of the incoming population each year with the program remaining viable. By not requiring that the student take special programs, rather, leaving selection to the student, a greater opportunity to develop commitment on the part of the student is provided.

The special programs are grouped into four main divisions. The first, academic skill building, includes remedial reading, and writing and mathematics support, as well as supportive services in course areas generally open to students during their first year in college. Such activities will supplement the regular credit courses in each area.

The academic skill building phase of the program provides the student with developmental assistance in such areas as mathematics, science, English, history and social science.

A second major division of the Academic Support Program includes social skill building: such programs as leadership development and intrapersonal and interpersonal groups are included in this area. Utilizing small group techniques in data collection, analysis, and feedback, this division offers the student opportunities to learn and practice new behaviors and to develop adequate social skills and other coping behaviors necessary to meet the needs of the new college environment. A significant function of the activities of this division is that the individual is provided with the opportunity to learn and test new behaviors in a non-threatening environment.

The third area is that of situational skill building. This area includes such activities as study skill building, information gathering, diagnosis, planning and decision making. These programs include basic skills applicable to all academic areas and some useful in the student's non-

academic activities. The utilization of small group dynamics will be included in this activity.

A fourth division includes special services. This area will include the 099 level courses for students inadequately prepared to enroll in college level courses. Here the student will be given basic pre-college preparation that will equip him to enroll in college level courses. Social activities will also be included in this area and will be planned to help the student become familiar with and adjust to the college environment. If the marginal college freshman can make friends with fellow students, research would indicate that his chances for success within the college are increased.

THE SPECIAL SERVICES STUDENT

Although precise figures are not available, there are a large number of disadvantaged students, some of whom are physically handicapped, at Lake Superior State College. These students qualify for Special Services.

Economic conditions in the Upper Peninsula, in the tri-county area of Mackinac, Luce and Chippewa County, and especially in Chippewa County and Sault Ste. Marie, are such that a substantial proportion of LSSC students come from income backgrounds low enough to fit national poverty criteria. According to figures obtained from the Michigan Employment Security Commission, minimum unemployment in Chippewa County during 1970 was 7 percent, the maximum 22 percent, the average 11.5 percent. The 7 percent minimum compares with a State average of 7 percent, for November 1970; this 7 percent was the highest for the State in approximately twelve years. According to other figures, from the College Scholarship Service, the "income distribution of families who filed parents' confidential statements for the 1970-71 academic year" shows that 6.7 percent of the students (29) had estimated family incomes of 0-2999 dollars; 16.1 percent (70), 3000-5999; and 17.0 percent (74), 6000-7499. That is, approximately 100 students come from families with incomes less than $6000, and an additional 74 come from families with less than $7500.

Four groups of students in particular at LSSC are likely

to be disadvantaged. These include On Trial, Upward Bound, Vocational Rehabilitation, and Indian or other minority group students.

Eighty-eight On Trial students were admitted last year (1969-70), and 56 have been admitted for the present year. On Trial students are in general those whose high school grade point average is not sufficiently high to justify regular admission; most fall in the range 1.90-1.99 (4.00 = A). There are also 23 Upward Bound students on campus; these students are chosen from among those who show academic promise but who come from financially poor backgrounds. In addition there are 27 Vocational Rehabilitation students and 19 Indians enrolled.

Not all students from financially impoverished backgrounds are disadvantaged; neither are all members of the four specific groups disadvantaged. Many, however, are; and many would profit from Special Services.

A comprehensive description of the disadvantaged and physically handicapped students at LSSC has never been attempted. Judging from preliminary data compiled by the present Academic Support Program staff, however, students here are roughly similar to a group exhaustively studied at Eastern Michigan University (Bucklin, 1970). This group was found to have low scores on Study Attitudes, Teacher Approval and Educational Acceptance, and low verbal and mathematical aptitude scores. Individual students were very different from each other. Large groups were found, however, "who feel guilty and accept blame when things go wrong and will give in to avoid a fight,

who can not make group decisions or take a leadership role, who are aggressive and attack points of view that differ from their own, and who have low achievement need and do not try to be successful or accomplish a given task." There were also identifiable groups "who have poorly developed social skills, who have difficulty making individual decisions, who have not made a college major choice, who do not know the role a college education will play in their future, and who do not make use of special programs offered by the college to assist them to succeed."

One probable difference between the LSSC group and the EMU group is that, reflecting the technical-scientific background of LSSC, which for many years was a branch of Michigan Technological University, fewer LSSC students show deficiencies in mathematics, but more show deficiencies in English, than is true of national norms.

In summary: the economic and cultural deficiencies prevalent in a badly depressed area have inhibited the full social and intellectual growth which is necessary if students are to achieve success in college. Many LSSC students lack the experiential background, the breadth of knowledge, the skills, and the attitudes necessary for academic success. They are qualified for, need, and could profit from Special Services.

LSSC intends to make marked changes in its selection of such students in the future. The administration and the admissions officers recognize that there are numerous disadvantaged young people in the primary service area of the College

(especially Indian, whose unemployment rate is normally far above that of the whites), young people who would be capable, with support, of profiting from advanced education but who are not at present enrolled. Identification and encouragement of these students will in the future be more carefully and comprehensively made. Publications of the College, including the catalog and a brochure entitled "Information for Prospective Students," will present information concerning On Trial possibilities and the Academic Support Program. The total distribution of the Catalog is approximately six thousand copies, with more than half of these going to high schools and high school students. Between five hundred and five hundred and fifty throughout the State of Michigan are visited during the year by representatives of the Admissions Office. During these visits information concerning Special Services can be supplied and preparatory steps toward recruitment made.

Recruitment can also be carried out as a part of the Upward Bound program, especially active in the tri-county area. Students within the present Academic Support Program will be encouraged to identify and help recruit candidates. Mr. Maurice LeBlanc, himself an Indian, who works full time in the tri-county area with the Michigan Employment Security Commission, will cooperate in disseminating information and encouraging participation among the Indian families and groups he visits.

Though the staff of the present Academic Support Program is prohibited from seeking recruitment of students, it is

actively attempting to identify, and enroll for its services, those already on campus. Students are being informed of the program through a wide variety of campus media, including articles in the student newspaper, notices posted on bulletin boards, talks with residence hall advisors, memoranda to all faculty and administrative staff, memoranda to all advisors (repetition), conferences with division chairmen and with individual faculty members, an article in a newly established literary quarterly, a meeting with the Faculty Senate, meetings with divisional or departmental faculty, and in other ways.

Hopefully, a number of new students may be enrolled for a summer session in 1971. These students would be sought from among the disadvantaged and the handicapped especially, but not exclusively, in the tri-county area.

Procedures for admission to the institution need not be changed. Careful attention is at present given to each application received; and thoughtful, sympathetic consideration will in the future be given to recommendations made by Special Services staff in regard to individual students.

Retention of Special Services students, however, will take into account the realistic needs of the group. Changing attitudes, developing study skills, improving experiential background, and so on, all require time; and this time will be planned for from the start. Students now admitted on trial face academic dismissal at the end of two ten-week quarters should their grades not be satisfactory. A more flexible program will in future be followed.

Every effort will be made to help disadvantaged students financially, from whatever sources are or can be made available. The Bureau of Indian Affairs will provide funds, up to $900 a year maximum, for the use of each Indian student. Vocational Rehabilitation funds are available for maintenance, books and supplies, and tuition. The Financial Aids office can make available "packages" up to 3/4s of the students total expenses; these include work study opportunities, grants, loans, and scholarships; and although according to the Catalog (p.60) "all applications for financial aid must be received by the college on or before February 15," the office generally does not commit all of its funds by this date and therefore a proportion of its funds are available for on trial and other students who may be late (as disadvantaged students often are) in making application.

The special needs of students who are admitted will be identified by extensive cooperation with, among others, the college admissions office and high school principals and counselors; what is needed is "a complex and careful study of data and information obtained from schools, families, community agencies, and knowledgable persons." Two especially useful tools are a questionnaire calling for information concerning numerous biographic and demographic variables, and the Brown-Holtzman Survey of Study Habits and Attitudes.

The special needs of the students, once identified, will be met by a variety of services both group and individual. These are described in detail under c. The Comprehensive Project.

In at least three important areas, disadvantaged and physically handicapped students at LSSC have special problems and needs in undertaking, continuing, or resuming their education. These areas relate to attitudes, finances, and curricula.

Attitudes are important in many ways, some of them directly related to the students, others only indirectly. In an impoverished community, the spending of money is critically evaluated. Prospective new curricula are carefully considered, in regard to both cost and to number of people to be served.

Probably the chief limiting factor preventing disadvantaged students from enrolling lies within themselves; they have never realized that college education could be for them. They are not oriented toward advanced education: they have never understood its possibilities; they do not see its possible relevance to their own lives. Some of them may even be hostile toward "the establishment" and any proposals it may make, even for education. For example, "American Indians are characterized by a cultural difference that goes-deeper than any cultural difference we are likely to encounter in any other group in this country . . . . Our own religion, as we know, does not permit us to think of ourselves as being somebody; we have to <u>become</u> something. And beyond this is our whole notion of <u>responsibility</u>, our suggestion that everybody is responsible for his own soul. That notion of <u>becoming</u>, instead of simply <u>being</u>, is utterly foreign to Indians and is anathema, because you <u>become</u> something only <u>at the expense</u> of somebody....In their community oriented culture, it is an immoral act to put oneself first." (Tax, p. 208.)

Pathetically few Indians are enrolled at LSSC. Counselors should be aware of Indian attitudes, and realize that an appeal based upon self-seeking and competitiveness quite probably seems like an attempt to destroy the very identity of the Indian culture.

Like attitudes, finances too are important in many ways. In a generally impoverished area, unemployment is normally severe for unskilled, undereducated, and racial minority groups. In Sault Ste. Marie, which has lost most of its major industries in the last fifteen years and is now in process of losing an important economic support, Kincheloe Air Force Base, unemployment is particularly severe in the winter time. Aside from the work study and other campus opportunities, which fortunately are numerous, students who wish to earn a part of their expenses find it difficult to obtain employment.

Curricular offerings and choices are affected by financial considerations. Although the College has greatly increased its offerings in the last few years, chiefly as a result of going from two-year to four-year curricula, more one and two-year programs are needed. Eight associate degree programs (two-year) and four certificate programs (one-year) are, however, offered; and more are being planned.

In the recent past, especially in the last five years, LSSC has made a sincere effort to help disadvantaged students. It has conducted an Upward Bound program on the campus during the summer, usually with about one hundred students, and has maintained contact with them during the school year and encouraged them to

enroll for advanced training (not necessarily at LSSC). This program has been highly successful. The College has also experimented with an On Trial program. It has not been equally successful, chiefly, perhaps, because sufficient supportive services were not available. The enrollment of 88 on trial students in 1969-70 was reduced to only 56 for the present year, largely because so many of the students found it difficult or impossible to adjust to college life and fulfill academic requirements. Remedial courses in two extremely important areas, mathematics and English, have been offered for years; but developmental reading has seldom been given. Special services, including tutoring, group counseling, and the improvement of study skills, were much less effective than at present.

In addition to regular College advising, counseling, financial aids, and remedial course in mathematics, English, and chemistry, and in addition to the necessarily limited services of the Upward Bound staff to their students, services currently available to disadvantaged or physically handicapped students include greatly increased services offered by the Academic Support program. For the perhaps fifty students who have so far (December 1970) been identified, and for the perhaps fifty more who may find themselves needing help at the end of the first quarter, these Special Services include extensive and thorough group and individual counseling, based both upon felt needs of the students and needs uncovered through questionnaires, interviews, conferences, and analysis by the staff: remedial courses, especially in study skills

and in developmental-remedial reading; tutoring in basic courses, including English, mathematics and science, and the social studies; financial aids, including help in seeking employment, filling out forms, and applying for grants and loans; and small group meetings intended to develop social skills, leadership, and an awareness of personal and cultural identity.

Precise numbers cannot readily be assigned; how many disadvantaged students benefit from institutional aid, and how many from Special Services, is impossible to ascertain with any real accuracy. Doubtless, though, the total institutional need far exceeds the combination of these two groups.

The administration of the College is actively committed to a policy of helping the disadvantaged and the physically handicapped improve their education. It will seek for additional resources through State appropriations, through bequests by philanthropic individuals and foundations, and through regional and Federal grants.

PROJECT DEVELOPMENT

The prime responsibility for the development of the project proposal for 1971-72 lies with the project director and his staff, working in close cooperation with the project board of directors. The board is an immediate source of information regarding the needs of the community which is served by this project. However, a rough draft of the proposal is submitted to key administrators and faculty for their review and recommendation. Those most closely involved are the President, the Assistent to the President, the Vice President for Academic Affairs, the Vice President for Business Affairs, the Dean of Students, the Registrar and members of his staff, the Chairman of the Division of Regional Services, the Chairman of the five academic divisions, the president of the Faculty Senate, and the Director of the Counseling Center.

Since the proposal involves some departures from normal policy at Lake Superior State College, the Scholastic Standards Committee is involved in its development. This committee, made up of college faculty and administrative officers, considers the proposal and makes recommendation to the college President.

Suggestions made by students, both participants and peer tutor-counselors, have been and are incorporated in the project. The proposal incorporates many ideas which have their genesis in discussions with students, both disadvantaged and physically

handicapped, from the college community.

Board of Directors

The board consists of local community members who represent the views of various socio-economic groups. Currently, the board includes: (a) Mr. Sam Dubow, Sault Sainte Marie Area High School Principal; (b) Dr. Leon Lineroth, Chairman of the Division of Arts and Letters, Lake Superior State College; (c) Dr. Harry Pike, Dean of Students; (d) Mr. Orville Kabat, Director of Upward Bound; (e) Mr. Joe Lumsden, Assistant Director of Upward Bound; (f) Mr. Wayne Trapanier, Area Director of Vocational Rehabilitation; (g) Mr. Arthur LeBlanc, Director of the Indian Community Action Program; (h) Mr. Gordon Newland, Director of Chippewa, Mackinac, Luce County Community Action Program; (i) Mr. William Carr, Upper Peninsula businessman; (j) Mr. Dale Carrick, student; (k) Mr. Lee Christie, student; (l) Miss Kathy Kinney, student. Five of the board members are of Indian descent.

Their function is to be continually aware of the overall project in terms of:

a. recommendation of academic and remedial programs

b. reviewing project design matters

c. preparation of funding proposals

d. acting as a general advisory body

The board members were chosen because of each individual's concern and interest in the many goals of the Academic Support Center.

The Board of Directors are encouraged to contribute suggestions and ideas that represent their respective areas and other related views. Thus, local community members help decide who will be a part of the project staff. Their representative's voice is heard through the Board of Directors. The decisions concerning staffing are based upon those immediate issues surrounding the community, the students, and the college and are related to the specific personnel needs of the project.

The board meets at least once a month with more urgent matters taking priority. Together with the project staff, they evaluate the progress of the program. If needed, the board members help redirect the program so that the Academic Support Center remains a dynamic and viable force.

In sum, the Board of Directors is an advising body in matters relating to the Academic Support Center.

National Advisory Council

The Academic Support Center staff feels that its objectives can be strengthened by consultants who are experienced in their respective fields. For this reason, arrangements have been made for a committee of three members to compose a National Advisory Council. It is believed that this outside source of information represent=ing the viewpoints of education, student welfare, and counsel-ing=guidance will be of great importance in developing a constructive support program. Those who have accepted are

Dr. Gary R. Walz, Chairman of the Division of Guidance and Counseling, Horace H. Rackham School of Graduate Studies, University of Michigan, Director, ERIC Counseling and Guidance Center of the University of Michigan and President-elect of the American Personnel and Guidance Association; Dean Ralph Gilden, Dean of Admissions and Financial Aids, Eastern Michigan University; and Mr. Boyce Timmons, Indian Culture Center, Norman, Oklahoma.

Project Director

The project director of the Special Services Project at Lake Superior State College is responsible to the Chairman of the Division of Regional Services (see organizational chart, Appendix II). Since the present Upward Bound project director is also responsible to the chairman of the Division of Regional Services, this is the most appropriate point for the Special Services Project to enter the College's organizational structure. Further, since one objective of the Special Services Project is to serve Upward Bound graduates who enter college, this organizational relationship allows the two programs to work together.

The project director will have the authority to administer the program in regard to staff and budget. The project director will work closely with both the Financial Aids Officer and the Admissions personnel in meeting the needs of the students in this program.

The Special Services Project has a close working

relationship with the Division of Student Affairs at Lake Superior State College. This provides opportunity for both formal and informal communication with the Dean of Students, Financial Aids Officer, Admissions Officer, and the Registrar. Though formal organizational procedures will be followed, due to the size of the college it is possible for all staff, regardless of position in the organizational structure to have knowledge and understanding of what other divisions, both administrative and faculty, are involved in.

Community Involvement

Community members and students are encouraged to make suggestions which will keep the Academic Support Center a meaningful and viable force on the college campus. These persons, who represent the many publics that the project is designed to serve, represent a very important liaison with the community. They are able to indicate immediate community needs, identify potential candidates for the project and communicate to the community the activities of the project.

While the college is small, it does have campus organizations that are humanitarian in nature and concerned in particular with problems of the disadvantaged. An example is the Big-Brother Big-Sister Program on campus. Students in this program work closely with the children of the Emman Nason Home, a home for wards of the court in the Sault. The Circle K Club on campus is involved in community

projects and will lend support to the Special Services Project when needed.

Lake Superior State College has Indian students enrolled in various collegiate academic programs. This population is increased by a number of students of Indian descent who are enrolled in the Upward Bound Program.

Recently Lake Superior State College has been involved in a series of Indian Youth Conferences. Their purpose is to create an awareness of self-image among Indian youth in the Upper Michigan communities.

The area director of vocational rehabilitation is a member of the Academic Support Center Project Board of Directors. He has referred twenty-seven physically handicapped students to the project.

All of the many groups which relate to the project through the Board of Directors, participants, peer counselors-tutors, community agency and community service clubs are encouraged to become involved in the project. Their suggestions are sought and incorporated into the project when feasible.

THE COMPREHENSIVE PROJECT

The objectives of the Academic Support Project are varied: (1) to identify the culturally different student as well as the physically handicapped student in the college service area, (2) to expand the supportive services to the culturally different student, particularly the student representing the college service area, (3) to expand and strengthen the existing on trial program at Lake Superior State College (4) to realistically assist the student to assess his own strengths and weaknesses (5) to assist the student to develop realistic educational and vocational goals (6) to provide the necessary supportive services to the students who have been involved in the Academic Support Program during its first year of operation, and (7) to collect data which will be helpful in program evaluation and development.

The following aspects of the Academic Support Program relate to the Entry Program in the overall model as described under the narrative description of the program (see page 2).

Recruitment

Early identification of the potential Academic Support Center participant is extremely important. In that only students who are already enrolled and/or accepted can be identified by the project staff, special emphasis this year was placed on Upward Bound graduates and on on-trial students (those high school greduates whose grade point average is below that which is normally necessary for admission to Lake Superior State College).

With the assistance of the Admissions and Dean of Students staff each student in the two groups was located. Once located the project counselor made personal contact with the student, discussed the program, and enccuraged the student participate.

The project director works closely with the project advisory board. Two members of the advisory board are the director and assistant director of the Upward Bound program on campus. The assistant director of Upward Bound, being of Indian descent, has close contact with various Indian populations in the college services area. He serves as a vital referral source of Indian students for the Academic Support Center. A third member of the Board of Directors, a student of Lake Superior State College and a resident of the Bay Mills Indian Reservation, provides an important link with the young Indians of the area. A fourth member, the State Vocational Rehabilitation Representative in the area, provides access to a number of persons who receive support from this state agency. The remaining board members represent social agencies and student groups which have access to both adults and students in the area, with many of the group members being of Indian descent. Each board member is encouraged to play an active role in the identification and recruitment of students for the project. Currently students referred by various board members are enrolled in the program.

The project director has had the opportunity to meet with representatives of the Michigan Employment Security Commission, Concentrated Employment Program, Indian Ethnic Intercultural Exchange Program, high school counselors and others.

In these conversations emphasis is placed on the role that these persons can play in identifying persons and encouraging them to enroll in college and take advantage of the Academic Support Center.

The project director and one staff member were invited to speak at the Upper Peninsula Fall Conference of high school counselors and college students personnel workers. This exposure provided an opportunity to present a discussion of the program to over fifty representatives of U.P. high schools and colleges.

Plans for the future:

1. Discussions with counselors in the Michigan Employment Security Commission, Concentrated Employment Program, and other offices who have daily contact with persons who may be eligible for college and the Academic Support Program.
2. One or more five minute radio presentations in the service area of the college.
3. Working in close liaison with the staff of the Lake Superior State College Admissions Office in identifying non-traditional areas from which to recruit students.
4. Presentations to local service clubs with emphasis on a program description and how their membership can help in identifying persons who may be eligible for the program.

Admissions

Special Service students are admitted to Lake Superior State College under criteria that are different from those which are applied to a regular student. The college admissions office staff reviews very closely recommendations from persons who know the students well. Personal interviews between the student and admissions counselors and special services project personnel are carried out with each student who will participate in the Special Services Project.

Lake Superior State College's philosophy of Special Student Admission is unique among four year college in Michigen and possibly this uniqueness extends nationally. "Persons of sufficient maturity who, although not candidates for a degree, desire to take special studies are permitted to do so upon giving satisfactory evidence that they are able to pursue with profit the courses they wish to take" (Lake Superior State College 1970-71 Catalogue). Candidacy for a degree may later be applied for if the student meets the general admission requirements of the college. This form of open door policy provides the mature student with the opportunity to try his academic wings without the pressure of heavy course loads.

Students are admitted to the project by the project staff, rather than by the admissions staff of the college. However, the project staff makes its decisions only after all information regarding the student has been collected and evaluated.

Plans for the future:

1. A continuing search for those criteria which

are most effective in selecting participants for the Special Services project.

2. The Board of Directors and project staff will continue to have the total decision making role regarding admissions of students to the Special Services Project.

Financial Aid

A student admitted to the Academic Support Program will generally represent an economic segment of the community that is severely depressed. Lake Superior State College will make two broad commitments to these students. (1) Many of the students will be eligible for assistance under aid programs currently in existence. The financial aids officer will work closely with each student to determine what forms of financial aid each might qualify for. He will also help the student to develop an individualized financial aids package including Economic Opportunity Grant funds, loans, grants and scholarship aid. Finally he will assist each student in making application for such aid. (2) The college will commit a portion of its Economic Opportunity Grant funds to students in this program, and will retain them on aid so long as they remain fulltime students. In addition, every effort will be made to provide work study opportunities for those students in the program who are capable of assuming such added activity and responsibility.

Every effort is made to identify those students who are eligible for Vocational Rehabilitation support. The area representative for Vocational Rehabilitation serves on the project board of directors.

Lake Superior State College currently administers an emergency loan fund which provides short term loans to students to meet unforeseen financial crises. Students in the Academic Support Program are eligible to make application for this type of loan if an emergency arises.

Plans for the future:

A continuing search for funds which the Special Service Project student may utilize to defray his college expenses. These might include veterans' benefits, tutorial benefits available to veterans, social security, Concentrated Employment Program financial aid, Michigan Employment Security Commission Support, Bureau of Indian Affairs aid, Vocational Rehabilitation support and others.

Retention

A student who is involved in the Academic Support Program is one who may not have acquired behaviors which are appropriate to the academic community. He may have various kinds of social and educational adjustments to make. Therefore, it is necessary to create new criteria for retention of such students. The student now admitted to Lake Superior State College on a regular basis, faces dismissal at the end of two ten-week

academic quarters should his grade point average be unsatisfactory. Students admitted to the Academic Support Project may need a longer period of time to adjust to college life.

The college has committed itself to such students for a period of one year with consideration given for two years subject to the approval of the Scholastic Standards Committee. This committee acts in each individual case taking into account all information available in each case including the recommendation of the Academic Support Center staff.

Decisions as to the dismissal of a student from the Academic Support Program shall rest with the project staff and project board of directors. However, when a student is no longer in the Academic Support Program, he shall be subject to standard College policies regarding retention.

Plans for the future:

1. Continued involvement in the development of broad retention policies regarding the student enrolled in the Academic Support Program.
2. Continued active support of students enrolled in the Academic Support Program if they should come before the Scholastic Standards Committee.

Special Programs

Counseling and Academic Aids

The underachiever is more inclined to look for help from others than to work out a difficult problem on his own (Astin, 1964; Standing and Parker, 1964; Williams,

1966). Since many underachievers come from lower class backgrounds Gottlieb (1962) may have shed some light on this group with his finding that lower class high achievers tend to lean toward adults for support in career planning. This dependency may be a social phenomenon.

The services of the Lake Superior State College Counseling and Testing Center are available to the students enrolled in the Academic Support Project. The Counseling Center administers a comprehensive test battery to all incoming project students. The results of the test instruments and personal interviews are utilized with each new student in an attempt to determine what special educational needs or personal problems he may have. At this point the student and counselor attempt to determine the points at which the student might appropriately enter the regular college curriculum and programs.

The counselor-student ratio within the general college is approximately 500-1. However, this ratio will be improved with the addition of a part-time clinical psychologist in the Counseling Center.

The counselor-student ratio in the Academic Support Project is approximately 17-1. The importance of this ratio cannot be overemphasized in that the student involved in a program of this nature is likely to need personal attention. Research suggests that if the student's family and cultural background are considerable different from the environment of the college, academic difficulties can be

predicted. The development of a close relationship between the counselor and the student helps the student become more like the college environment.

Counseling of Academic Support Center students utilizes both individual and small group techniques. Students who are experiencing problems many times consider that they are alone and that no one has the same or a similar concern. Counseling provides the student with the opportunity to deal with the issue in a supportive environment, to develop coping behaviors and to test them in a non-threatening environment. In support of this approach Rose (1965) found that students in a counseling group had a greater chance of persisting in college than those not in a counseling group.

1. Instructor-counselors

The instructor-counselor meets with students on an individual or small group basis. Currently the Academic Support Center has one instructor-counselor in English and Remedial Reading and one in History and Social Studies. Many of the students enrolled in the Academic Support Program have definite deficiencies in one or more academic areas. Remediation of these weaknesses is a must if the student is to be successful in college.

2. Peer-tutor-counselors

Tutorial support is currently available through the Academic Support Center with three tutors in science and mathematics, one in English, one in history and social studies and one in the technologies. The Business Division

employs two tutors and each is available to the center students on a referral basis.

3. Study Skills

A study skill instrument, the Survey of Study Habits and Attitudes (Brown-Holtzman) was administered to all project participants. It indicated that the mean percentile score for the total sample on each of seven subscales was within the lower quartile when compared with the group on which the instrument was normed. With this evidence in hand study skill groups were formed which dealt with such topics as Know Yourself; Know Your Instructor; Know your Course; How to Take Notes; How to Take Tests; How to use the College Catalogue; and How to use the Library.

4. Community Referral Agencies

Referral sources are available both within the college community as well as within the total community. A part-time clinical psychologist will be employed in the College Counseling Center, and the services of Mental Health Incorporated, Eastern Upper Peninsula are available. Additional referral resources include the State Employment Security Commission, Vocational Rehabilitation, and other community agencies.

5. Curriculum Modification

A portion or all of the work of Academic Support Center students may consist of special remedial courses for which no academic credit toward graduation will be

given. Grades or other academic measures of their performance in these courses are not counted for or against their grade point average. Thus, a student in this program may require more than one year to earn enough academic credit to raise him to sophomore academic status. If a student enrolls in a regular college course for credit, his performance will be evaluated prior to the deadline date for dropping the course. If at that time, in the judgment of the instructor and the special staff of teachers tutoring him, he will not do well, he will be advised to drop the course and engage in additional preparation. It may also be recommended that the student audit a course prior to enrollment. The performance of the student completing regular college courses will be evaluated on the same basis as all other students.

6. Plans for the Future

   a. The students who comprise the Academic Support Center population generally need more individualized support than the regular college student. Since student problems know no time limit counselors must be on call at all times.

   b. Small group and one to one opportunities for peer-counseling must be more extensively utilized. Training programs for peer-counselors must be developed and implemented in the future. Students who are currently involved in the program will be encouraged

to become peer-counselors.

c. Liaison with various academic departments will be expanded. The individual departments are a prime source of academic tutors. The Education Department will give tutorial credit to students who are education majors. Discussions will be continued to determine the feasability of giving internship credit to students who work with participants in the Academic Support Center.

Developmental and Remedial Reading

Since it has been found that dropouts have significantly lower reading test scores than persistors, reading courses have often been recommended for college freshmen with a marginal predicted grade point index. The inability to read has been cited as the largest single cause of failure in college (Freehill, 1954; Hanks, 1954; Pattishall and Banghart, 1957; Anderson, 1959). Endler and Steinberg, 1963, found that reading scores were second only to high school grade point index as a predictor of the first year college grade point index.

A developmental reading program is being offered for academic credit to those project students who express an interest. At the present, because of lack of funds to finance a complete laboratory, the program will be modest. This course is offered by the Academic Support Program

through the English Department and is listed in the college catalogue.

Future plans include the development of a remedial reading program. Reading test scores and the experiences of tutors would tend to indicate that a segment of the project population read at less than sixth grade level. The project has been fortunate in that it has been able to obtain workbooks for these students from the English Department. However, as a remedial reading instructor is not available at this time, no formal program is available.

Curriculum modification must be extended to the development of further remedial courses in areas of student deficiency. Approximately 40 percent of the students at Lake Superior State College are in science and/or technology courses. Each area requires a strong background in mathematics. The development of additional remedial courses in this area is of particular importance to project students.

A member of the Indian Ethnic Intercultural Exchange Program is developing courses which will help the Indian to have a better concept of his cultural heritage and identity. These courses will be open to students at Lake Superior State College.

Staffing

Currently the project director is also considered the project counselor. In addition, the project employs an instructor-counselor in English and developmental reading

and one in history and social studies.

Additional staff should include the following:

1. An assistant project director whose responsibilities will include community liaison and supervision of tutor-counselors and peer tutor-counselors.
2. Two counselors whose responsibilities will include individual and small group counseling and the training of instructor-counselors and peer tutor-counselors,
3. a remedial reading instructor-counselor whose responsibilities will include the development of a laboratory, the teaching of remedial reading, and the supervision of peer tutor-counselors,
4. a remedial mathematics instructor-counselor whose responsibilities would include the development of and teaching of remedial mathematics, and the supervision of peer tutor-counselors,
5. Additional peer tutor-counselors, paid with project funds, and work study tutor-counselors in those subject areas where project students need the greatest support (particularly mathematics and biology).

Equipment

Lake Superior State College now has a limited reading laboratory available for the Academic Support Project student. It is housed in the basement of South Hall and includes the following materials; 1) Shadowscopes (24);

2) Individual booths (24); 3) Designed for Good Reading Workbooks (Level 2); 4) Better Reading (SRA); 5) Reading laboratory-2 sets; 6) selected books and magazines (50); 7) Purdue developmental reading films (16); and 8) a timing clock equipt with a sweep second hand.

Additional items are necessary to focus on the special needs of the Academic Support Project student (See budget, Appendix I).

Faculty and Campus Involvement

Open chanels of communication are and will continue to be maintained with faculty, staff and students on a formal and informal basis. The faculty in particular and staff in certain positions are on the firing line and may be the first to identify need in a given student. Referrals are highly encouraged from faculty and staff.

The project director addressed the general faculty during the period of faculty orientation. He also met individually with all divisional chairmen and with the faculties of most departments. The project director met with both the Faculty Senate and the Scholastic Standards Committee to discuss the project and answer any pertinent questions. The purpose of these meetings was to make faculty and staff aware of the facilities available for project students. An attempt was made to make the faculty sensitive to the needs of the Academic Support Project students.

Project staff members have met with a number of students

in the Upward Bound Program and their parents. The importance of the Academic Support Project as a link between the Upward Bound experience and college was emphasized at this meeting.

Research tends to emphasize the importance of peer group influence on the college student. The student who persists in college has friends who are in college. The Staff of the project meets on a continual basis with student groups, residence hall head advisors and individual students. At these meetings the project is discussed and special emphasis is given to the role friends can play in encouraging a student to remain in college.

A network of high school counselors, and principals, representatives of various Indian organizations, and state and local agencies is being developed. The network is envisioned as a referral source for program participants as well as a linkage between project students and employment opportunities in their home communities.

Plans for the Future:

1. Faculty members will be encouraged to become envolved in the development of remedial courses in those areas in which project students are most likely to enroll.
2. Faculty members will be encouraged to continue their identification of potential project students, tutor-counselors and instructor-counselors.
3. Faculty members will be encouraged to become invloved with the project as instructor-counselors

during the proposed summer session.

4. Students in advanced psychology group dynamics classes will be encouraged to seek intern experiences as co-leaders of small groups.
5. The network which includes high school counselors, representatives of various Indian organizations and state and local agencies will be expanded.

Special Summer Session

The College Summer Session provides a unique opportunity for the culturally different student to begin his post high school education. He may come to the college campus when the press of students is less and when his opportunity to receive individual attention is increased. Lake Superior State College did propose a summer session program to serve as a transition between the first and second year of the project. The program is envisioned as one to accommodate 50 new college freshmen.

Plans for the Future:

The summer session will provide the Academic Support Center participants with an orientation to the college community. It will give the students an opportunity to understand himself in relation to the college community, to locate himself in relation to this new enviroment and to get his academic bearing so that he can navigate successfully.

1. Orientation

Students will be involved in series of experiences which include meetings with division and department heads,

academic advising and social events. Gibbs (1968) reported on an orientation program which was evaluated by over 400 freshmen students. She found that a general assembly with department heads, academic advising, social events, and orientation to student life conducted by students was considered helpful by the participants. Students in this study also indicated that they would have liked more help in choosing a college major and a greater opportunity to meet with members of the college student personnel services staff.

2. Deficiencies to be Remedial

It is to be expected that there will be a large variation in the needs of students enrolled in such a summer program. Typically, a student might be ready for college work in one area while being quite defident in another.

A review of the research literature as well as data collected from students enrolled in the current academic support program sheds some light on the weaknesses to be found in a population of this type.

a. They have generally low test scores in verbal and mathematical aptitude.

b. They tend to feel guilty when something goes wrong, and to accept blame.

c. They tend not to be leaders in groups to which they belong.

d. They have a low opinion of teachers and their classroom methods and behaviors.

e. They have a low opinion of educational objectives, practices and requirements.

f. They have generally inappropriate study habits.

g. They have generally inadequate reading ability.

3. Courses

With the previous deficiencies in mind it is planned that instruction in the summer program will be as individualized as skilled teachers can make it when working with classes no larger than ten students and provided with as much test and personal data as can be obtained.

Some students may be ready to experiment with the regular curriculum and opportunity will be provided for such experimentation. Classes in such diverse fields as English, mathematics, biology, history, social studies and drafting will be available for the students enrolled in the Special Summer Session. Other students may not be quite prepared to begin academic work at the college level and for these students remedial courses will be provided in such areas as English, science, mathematics, and history and social studies.

Students enrolled in the regular summer courses will be graded on a scale with all others enrolled in a particular course. However, considerable support will be provided in the form of developmental or tutorial help.

Students enrolled in the Academic Support Program will receive continual evaluation feedback on their progress.

The emphasis in the remedial courses will be individual student growth. A base line will be developed for each student from collected test and interview information. Evaluation will take the form of written progress reports which will be discussed with the individual student.

Research indicates that students who drop out of college have significantly lower reading scores than those who persist. Therefore a remedial reading program will be available for those students who have a demonstated reading deficiency. Further, a developmental reading course, carrying academic credit through the English department, will be offered in the Academic Support Center.

The student who persists in college possesses better study skills and more appropriate attitudes toward study than does the college dropout. This is measured by paper and pencil study skill and attitude test scores, test taking ability, knowledge and use of time-commitment scheduling, and a history of good study habits developed before high school (Bucklin, 1970)

The breaking of inapporpriate study habits and attitudes and the developementof new appropriate behaviors requires intensive counseling support over extended periods of time. Therefore a study skill program will begin during the summer session and will extend throughout the academic year.

Peer tutor-counselors will be available to all students enrolled in the project. Tutoring will be available on an individual basis or in small groups, thus providing an opportunity for project members to draw on the collective knowledge of their peers.

During the summer, both individual and group counseling will be available to the students. A number of authors have found that group counseling seems to increase persistence. Membership in a counseling group can develop a sense of belonging and provide a vehicle through which the student can share his concerns and feelings. The awareness that others have problems, even if different from one's own, and the sharing of feelings about them tends to develop a degree of empathy and helps the student to understand himself and others. Pemberton (1963) suggests that small group discussions can open more fully channels of communication. This is of particualr pertinence as colleges grow larger and the backgrounds of the students become more diverse.

While academic experiences during summer will be highly individualized, some common experiences will be provided. These experiences will come in the cultural and social areas. Students from predominantly rural areas, as ours will be, are just as culturally deprived as are students from the urban ghettos. Camping experiences at the college's forest and island campus will provide opportunities for both socialization and for an introduction

to the ecology of the Lake Superior area, while field trips to the urban areas to the south of the college will provide introduction to a social and cultural world totally foreign to many of Michigan's Upper Peninsula underprivileged. Many of these types of experiences will be undertaken in conjunction with the summer Upward Bound Program.

Communication between cultures as well as a cultural identity are important to the culturally different student. Mr. Elton Yellowfish, a Comanche Indian, and a member of the Academic Support Center staff, has suggested that he take Academic Support Center students to the American Indian Exposition at Anadarko, Oklahoma during the week of August 18-22. Mr. Yellowfish has been the Comanche Indian tribal director for this cultural festival. The exposition has been in existence for well over thirty years and eleven Indian tribes are currently involved.

Cultural and/or Media Center

Lake Superior State College is currently moving into a new library-classroom building. This facility will provide an adequate media center for the general student population. In this center will be audio tape recorders, playback equipment, tapes and film strips. Materials for the programmed instruction will also be available in this center.

The library currently has a limited collection of materials related to Indian Culture. This collection was developed mainly through gifts and includes the Osborn collection.

Several exhibit spaces exist already on campus and are regularly used for student displays. These spaces, already used by programs such as Upward Bound for display purposes are utilized by project staff and students as cultural display areas. The Crawford Hall display area is open to the entire community of Sault Ste. Marie, and is used to share exhibits with the population of the area. However, in spite of the strong Indian influence on the history of the area, relatively little has been done to share this heritage within the community.

Plans for the Future:

1. The individual from a culturally different environment may have behaviors which block effective communication and thus the opportunity to learn.

Video tape equipment would be particularly useful in helping the student view his behaviors and assist him to deal with the development of new behaviors. Further, many and varied student experiences might be collected for individual and group feed back. Current and timely situational experiences might be collected for student use and critique.

2. Although Lake Superior State College is located in the center of a large Indian population relatively little has been done in terms of developing a center of Indian culture. With the opening of the new library, additional titles related to the culture of the Indian will be available. With a limited budget and a multi-disciplinary and multi-ethnic student body, the acquisition of titles related to a single ethnic group is limited. However, titles

related to Indian culture will be housed in the Michigan Room in the new library.

3. The new library and its approaches have been designed with the physically handicapped student in mind. Curb breaks have been made and ramps are strategically located to make access to the library-classroom easy for ambulatory handicapped persons. The building is also equipped with an elevator and supportive railings.

An Academic Support Cultural Center is being planned and will be housed in Ontario Hall. The complete second floor of this building will soon be made available to the Academic Support Project. Here students will be able to meet informally.

4. Equipment and Materials

It would seem appropriate that a segment of Special Service Project funds be allocated to the purchase of the following:

a. The Smithsonian Annual Reports, an 82 volume work which contains articles related to over 100 years of Indian history and culture

b. Portable video taping and playback equipment

Coordination with other State and Federal Programs

The Academic Support Program through its staff as well as local and national advisory councils is in contact with other public and private programs serving the target population.

Lake Superior State College houses an excellent Upward

Bound program which provides a linkage between the students' high school experiences and the college, and specifically the Academic Support Program. A number of students currently involved in the Academic Support Program have been involved in the Upward Bound program.

The Indian Ethnic Intercultural Exchange Program is located on the college campus. A member of the IEIEP Staff is currently developing an adult education course related to Indian culture that will be open to the entire population of the community. This course will be available at a future date. Further, the IEIEP staff is developing a library of titles related to Indian culture. The titles will be available on a loan basis.

The Local Community Action Program is involved in the identification of potential students for the Academic Support Program. The director of this program is also a member of the Academic Support Center Advisory Council.

The Michigan Vocational Rehabilitation Program is currently sponsoring students on the college campus and will be involved in identification of future program participants. The Michigan Employment Security Commission is also serving as a referral source, particularly in the areas of Sault Ste. Marie and L'Anse, Michigan which are respectively near the Bay Mills and the View Desert Indian Reservations.

The referral services of the Mental Health Center Incorporated, Eastern Upper Peninsula are available to all residents of the area. The staff of this center provides psychiatric services as well as other types of counseling.

Plans for the Future:

The Academic Support Project will continue its program of discussions with other agencies and further proposals for support from federal, state and local agencies will be written. Persons enrolled in the Concentrated Employment Program may be referred to the college. In that this program is a concentrated employment project dealing with hard core unemployed, a person referred would generally be eligible for Academic Support Center assistance. Further, Lake Superior State College has been designated a developing institution. This designation opens additional avenues of institutional support.

Evaluation and Research

Evaluation of a program of this type must be multi-dimensional and should be carried out in large part by the many participants.

Evaluation rests in part on the ability of the program to recruit eligible students and upon the quality of their experience in college. Part of the evaluative process, then, will be determined by how successful the program has been in identifying and recruiting eligible students while part will rest on how well recruits fare once they enter a regular curriculum at Lake Superior State College. The students while they are enrolled provide feedback about their perception of the value of the program. This provides immediate data which can then be transformed into changes during the period of program

activity.

It should be recognized that a student who fails to complete the program, to graduate from the college, has not necessarily failed. Changes may have taken place in his attitudes and goals that will enrich the quality of his life. To attempt to measure this type of change, attitude and personality inventories will be administered yearly to project students. In addition, less objective measurements will play an important role. Changes in attitude on the part of the regular college faculty towards the disadvantaged students, the subjective feelings of both project staff and students, and the on-going evaluation of the project Board of Directors will be part of the total evaluation package.

At such time when students will have left the program, or been out of college for some period of time, extensive follow-up will be done to determine their views of the program's strengths and weaknesses from that more detached vantage point.

Since the real purpose of the project is change, it should serve as a laboratory for the study of change. How people change, how attitudes change, how skills are changed and upgraded, should be the major concern and interest of every member of the project staff. The project must be flexible enough to change as needed, as data and experience are gathered and shared.

In many ways the assisting of the disadvantaged student represents an uncharted field in education. For this reason projects of this type carry a responsibility to disseminate

information and learnings gained during the program. The entire project staff will be encouraged to contribute their experience to appropriate professional publications and conferences, and will be encouraged to examine these same sources for information from others.

Plans for the future

1. Data will be collected from the general records of each Academic Support Center student. This data will be matched with information collected from a group of regular students and an attempt to determine similarities and differences between the two groups will be made.
2. Comparisons will be made between those students who persist in and those who leave the Academic Support Center.
3. Results of investigations will be made available to the appropriate research periodicals.
4. Research results will be desseminated to the college community through the student newspaper, the college literary journal and other appropriate avenue of publication.

Liaison with Other College, Graduate and Professional Schools, and Sources of Employment.

Some opportunities already exist on the Lake Superior State College campus for further educational opportunities

for Special Services students. Several colleges and universities, among them Northern Michigan University and Michigan State University, offer graduate courses in the immediate area. The college operates a graduate placement service designed to assist students in getting jobs and gaining entrance to graduate schools. This service is available to Special Services students.

Further, two members of the National Advisory Council provide an open avenue to two of the major graduate schools in Michigan. Dr. Gary Walz as chairman of the Guidance and Counseling Department of the University of Michigan provides access to a major graduate program at a major university. Dean Ralph Gilden of Eastern Michigan University provides a very important contact with a multi-dimensional university, the major focus of which is to prepare individuals to become involved in leadership positions in the field of education. The third member of the National Advisory Council, Mr. B. D. Timmons, is of Indian descent. He is currently associated with the Southwest Center for Human Relations Studies in Norman, Oklahoma. Mr. Timmons has been involved in Indian studies for a number of years and serves as a consultant particularly for the Indian students in the program.

The project director has contacts at most of the major colleges and universities in Michigan. As he is a graduate of the University of Michigan many of his colleagues hold responsible executive and faculty positions throughout the country. This type of personal contact will be helpful in placing a student in another college at the graduate or undergraduate level.

Many students may desire broader educational opportunities prior to the graduate level, especially in the field of vocational training. Should a student acquire an interest in vocational training in a field not offered at Lake Superior State College, every effort will be made to assist him in obtaining entrance to the closest educational institution offering such training.

The college placement service provides a wide range of vocational placement services. This center will play an important role in the placement of students in part-time jobs while students, and in full-time employment following graduation.

Plans for the future

1. It would seem appropriate that the three members of the National Advisory Council visit the campus at project expense to consult with the project staff.
2. Continued exploration of avenues of educational and vocational placement will be made.

STAFFING

The Academic Support Center at Lake Superior State College currently employs three professional staff members; the director; a tutor-counselor in history and social studies, and a tutor-counselor in English and developmental reading. Six peer tutor-counselors in biology, mathematics, English, history and social studies and the technologies are also employed. Three students share the secretarial responsibilities of the center.

The Credentials of the Current Staff:

NAME	Dr. Robert W. Bucklin
DATE OF APPOINTMENT	September 1970
RANK	Project Director Assistant Professor
DATE OF BIRTH	March 2, 1936
RACE	Caucasian

WORK EXPERIENCE

Present Lake Superior State College, Sault Ste. Marie, Michigan
Project Director, Academic Support Center.

1967 to 1970 Eastern Michigan University, Ypsilanti, Michigan
Responsibilities included both individual and group counseling as well as the development and implementation of an academic support program.

1969 University of Michigan, Ann Arbor, Michigan
Staff intern with Dr. Ronald Lippett in a seminar dealing with planned change.

1966 to 1967 East Junior High School, Ypsilanti, Michigan
Junior High School Science teacher.

1962 to 1966 Parke Davis and Company, Ann Arbor, Michigan
Assistant research scientist in the Department of

Pathology and Toxicology.

1960 to 1962 — Howell Public Schools, Howell, Michigan
High School biology teacher.

EDUCATION

August 1970 — Doctor of Philosphy, University of Michigan
Major emphasis guidance and counseling; cognate work, business administration-industrial relations; psychology-group dynamics.

September 1968 — Certificate in Philospphy, University of Michigan

August 1967 — Master of Arts, University of Michigan
Major emphasis in guidance and counseling.

December 1962 — Master of Arts for Teachers, Michigan State University
Major emphasis in the biological sciences with elective work in guidance and counseling.

January 1959 — Bachelor of Science, Northern Michigan University
Major emphasis in the biological sciences and chemistry, Michigan Secondary Provisional Teaching Certificate.

PRESENTATIONS

December 1970 — Bucklin, R.W.; Rucklin, M.L. and Yellowfish, E.C. "Academic Support for the Culturally Different Student," fall conference Upper Peninsula Counselors and Student Personnel Workers, Northern Michigan University, Marquette, Michigan

April 1971 — Bucklin, R.W. and Bucklin, M.L. "The Marginal College Freshmen: A Survey and Proposed Student Personnel

Services Model." American Personnel and Guidance Association National Convention, Atlantic City, New Jersey.

PUBLICATIONS

Bucklin, Robert W. "The Marginal College Freshmen: A Survey and Proposed Student Personnel Services Model." Ph.D. dissertation, The University of Michigan, 1970.

Bucklin, Robert W. The Marginal College Freshman: A Description, Counseling Center Research Report Number 1, Eastern Michigan University, Ypsilanti, Michigan, March 1971.

Bucklin, Robert W. and Bucklin, Mary L. "The Marginal College Freshman: A Survey and Proposed Student Personnel Services Model," Convention Abstracts of the American Personnel and Guidance Association (Atlantic City, N. J., 1971.)

Bucklin, Robert W. and Bucklin, Mary L. "A Summer Session Program to Assist the Marginal College Freshman," Journal of the National Association of Women Deans and Counselors, (In Press).

___ NAME — Elton C. Yellowfish

DATE OF APPOINTMENT — September, 1970

RANK — Tutor-Counselor

DATE OF BIRTH — June 3, 1937

RACE — American Indian

WORK EXPERIENCE

September 1970 — Lake Superior State College, Sault Ste. Marie, Michigan
Academic Support Center

August 1970 — Comanche Tribal Director, American Indian Exposition, Anadarko, Oklahoma. Duties included coordination between Comanche tribe and Board of Directors, plus writing and directing "Drum and Feather," an Indian pageant.

January 1970 — Prude Ranch, Ft. Davis, Texas. Week-end responsibility which included house parent and counselor. Group was composed of boys 12-18 years of age both emotionally disturbed and mentally retarded.

August 1969-1967 — Salesmanship Club Boys Camp, Dallas, Texas. Responsibility included counselor-special education instructor to emotionally disturbed adolescents. Group therapy, individual therapy, and light case work load.

EDUCATION

July 1970 — Sul Ross State University, Alpine, Texas
Bachelor of Science. Major emphasis in Sociology and a minor in Speech.

PRESENTATIONS

December 1970 Bucklin, R.W.; Bucklin, M.L. and Yellowfish, E.C. "Academic Support for the Culturally Different Student." Fall conference Upper Peninsula Counselors and Student Personnel Workers, Northern Michigan University, Marquette, Michigan.

NAME	Louis R. Ward
DATE OF APPOINTMENT	September 1961
RANK	Professor
DATE OF BIRTH	December 13, 1915
RACE	Caucasion

WORK EXPERIENCE

Present	Lake Superior State College, Sault Ste. Marie, Michigan Chairman, Humanities and Social Studies, 1961-1967; English Department, 1967-1970; Professor of English and staff member of Academic Support Program, Autumn 1970 till present.
1959-1961	Chairman, English, Humanities, and Social Sciences, South Dakota School of Mines and Technology, Rapid City, South Dakota
1956-1959	Instructor, Department of Communication Skills, Michigan State University, East Lansing, Michigan
1946-1956	Instructor in English, Purdue University, Lafayette, Indiana
1944-1946	Master in English, Howe Military School, Howe, Indiana
1942-1944	Instructor in English, Instructor in Physical Education, Pennsylvania State College, State College Pennsylvania
1940-1942	Principal, Teacher of Grades 5-8, Delcarbon School, Delcarbon, Colorado, 1940-1941; attended Harvard University, Autumn 1941; taught English, Huerfano County High School, Spring 1942.

Other: Varied college and summer work experiences: National Youth Administration, National Guard, janitorial and maintenance work on campus; common labor, truck driving, carpenter, brakeman for the Pennsylvania Railroad.

EDUCATION

June 1959 — Doctor of Philosophy, Purdue University
Major emphasis: educational psychology. Cognate work: child and adolescent psychology; tests and measurements; statistice; English

1939-1940 — B.A., M.A., University of Colorado
Major emphasis in English literature

PUBLICATIONS

Ward, Louis R. Ph.D.

1. Shelley's Imagery: A Study in Queen Mab, Alastor, Adonais, and Promethius Unbound. Master's Thesis, University of Colorado, 1940. (Unpublished).
2. A Comparison of Two Methods of Teaching Writing in a Course in Communication Skills. Doctorial Dissertation, Purdue University, 1959. (Unpublished).
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4. On Standards, College English, March 1954, pp. 21.
5. (Part of) Symposium: Responsibility for Literacy, "College English, April 1954, 410-411.
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9. Of Card Degrees or, meditations over a relaxing game of poker, Basic College Quarterly, Michigan State University, Summer 1957, 10.

10. To the Macbeths, in Sorrow, Basic College Quarterly, Fall 1958, 19.

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12. "A Plea for Research" and "Before the Ax Falls," College English, April 1960, 418.

13. Letter to the Editor, Saturday Review, January 13, 1962, 45.

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Responsibilities and Duties of the Staff.

Project Director

1. Is directly responsible for the operation of the Academic Support Center.
2. Is responsible for preparing a working budget.
3. Has authority to administer the program with regard to staff and budget.
4. Is responsible for the hiring of personnel.
5. Has a counseling relationship with students.
6. Is in constant communication with administrative and academic departments on campus as well as the total college community.
7. Has fundamental knowledge of the community and its economic and cultural values.

The tutor-counselors in developmental reading and in history and social studies are professional in their status. Both posses the ability to communicate with and understand the needs of culturally different students. Currently a course in developmental reading is being offered by Academic Support Center staff.

Projected Staff Needs Considered Necessary to Meet the Objectives Set Forth in the attached proposal.

In addition to the current project director-counselor and and two tutor-counselors the following additions to the staff are suggested:

1. assistant project director
2. two full time counselors
3. three qualified instructors in the areas of English and remedial reading, history and social studies, and mathematics and science
4. one full-time secretary
5. ten peer tutor-counselors
6. six work-study tutor-counselors

The personal characteristics of the new staff members will include the following:

1. all staff members will have some counseling experience or training
2. all staff members will posses a willingness and desire to relate to students
3. all staff members will have an ability to explore and teach in informal settings outside the traditional classroom atmosphere

The responsibilities of the various proposed staff positions are as follows:

1. The responsibilities of the assistant project director will include:

a. making field trips to local communities
b. supervising the peer tutor-counselor program
c. acting as liaison between the project director and other groups who are concerned with the

culturally different student

d. assist the project director in necessary duties relevant to the overall operation of the Academic Support Center

2. The two full time counselors will work closely with students either on a one-to-one basis or in small group settings. They will counsel students as to their classroom and personal problems as well as provide advising in academic and other matters. Each will be in close contact with center students, holding weekly conferences relating to emotional, psychological and academic concerns. In addition, the counselors will assist with program evaluation and participate in orientation programs for parents and students.

3. The Tutor-counselors in English and remedial reading, history and social studies, and mathamatics and science must possess the ability to communicate with the students. Remedial teaching is necessary in each special area. Candidates for these positions must have a firm background in areas which relate to the special needs of culturally different students. Education or training in the area of special education would be important to the persons who fill these positions.

4. The peer tutor-counselors will be full-time college students. The primary responsibility of the peer-tutor-counselors will be to assist the marginal

student in subject areas in which he may be experiencing problems. Preferably, they would be upperclass students who maintain at least a 3.0 average in their tutoring field and are mature enough to relate to students. However, those students currently enrolled in the project will be considered for peer tutor-counselor positions whenever possible.

Training for the peer tutor-counselors will be the responsibility of the two full-time counselors and the special remedial instructors. Emphasis will be placed on the culturally different student's lack of motivation. Training will be designed to help the peer tutor-counselors to identify learning difficulties and how to deal with them. Patterns of student strength as well as student weakness will be developed. Every effort will be made to help the culturally different student to develop self-confidence and a self image.

5. The full-time secretary would of course perform all necessary secretarial duties as assigned by the Academic Support Center staff.

6. Role of community members in staffing

Although the project director and staff will have the prime responsibility for identifying potential staff members, widespread participation among members of the community will be encouraged. Candidates for available positions will be inter-

viewed by project staff, students and the Board of Directors. Following the interviews recommendations will be made to the project director who will ultimately be responsible for the hiring of new staff members.

APPENDIX

Appendix I

BUDGET 1971-72 (Proposed)

PERSONNEL	NUMBER	AMOUNT
Project Director	1	$17,500
English-Rem. Reading Spec.-Counselor	1	13,900
History & Soc. Sci. Instructor - Couns.	1	13,000
Math & Sci. Instructor - Counselor	1	12,500
Peer Tutor-Counselors	8	5,250
Peer Tutor-Counselor-Work Study	2	1,050
Secretary	1	5,000
FRINGE BENEFITS		
Full-Time employees	5	14,203
Part-time Employees	10	600
PERSONNEL TOTAL	25	$83,903
EQUIPMENT		
Slide-film strip projector	1	200
Slides		100
Tapes (Audio		100
Video Tape Unit	1	3,000
Typewriter	1	400
Tape Recorder (Cassette)	6	700
Projection Screen	1	200
Project Library		500
Tachistoscope (Tach-X)	1	250
Tri-pod support for newsprint	4	150
Smithsonian Annual Reports		2,735
Video Tapes	8	250
EDL/Biometrics Reading Eye II Ens.	1	1,890
Aud-X Mark 2	1	530
Projection Screen (Table Top)	1	11
H88 Magnetic Headset	4	28
SM 132 Jack Box	1	15
Headsets for Cassette Recorders	4	48
Anti-adhesive aperture plate	1	3
Plastic dust cover	2	2
EDL Flash-X Tachistoscope	6	50
500-watt Controlled Reader	1	290
50-watt Controlled Reader Jr.	4	880

Budget Continued

EQUIPMENT	NUMBER	AMOUNT
Plastic dust cover	4	4
Skimmer	4	216
Secondary-Adult Aud-X Table	1	126
Mobile Instrument Cart	1	90
16MM IAV Projector	1	595
Aud-X Set DEFA Word Attach Review	1	198
Aud-X DEFA Study Guide	10	9
L-DA Listen Lesson Book	10	16
LR-EA Listen and Read Lesson Book	10	16
LW-FA Listen and Write Lesson Book	10	16
Advanced Accuracy Tach-S Filmstrips	1	90
Tach-X V-789 Filmstrips	1	55
Tach-X V-1011 Filmstrips	1	37
Tach-X V-1213 Filmstrips	1	37
Flash-X Set X-3	2	8
Flash-X Set X-4	2	8
Flash-X Set X-9	2	8
Flash-X Set X-0	6	22
Flash-X Set X-27	2	8
Flash-X Set X-28	2	8
Flash-X Set X-29	2	8
Flash-X Set X-30	2	8
Flash-X Set X-31	2	8
Flash-X Set X-32	2	8
Flash-X Set X-33	2	8
CR Progress Record - GH thru MN	4	1
CR Teacher's Daily Record	4	2
CR Individual Progress Chart	5	2
CR-MT Filmstrips	1	53
CR-AD Filmstrips	1	35
CR GH Filmstrips	1	88
CR-GH Study Guide	10	20
CR Progress Record	1	1
CR-HG Filmstrips	1	88
CR-HG Study Guide	10	20
CR-IJ Filmstrips	1	88
CR-IJ Study Guide	10	20
CR-JI Filmstrips	1	88
CR-JI Study Guide	10	20
CR-KL Filmstrips	1	88
CR-KL Study Suide	10	20
LK Filmstrips	1	88
LK Study Guide	10	20
MN Filmstrips	1	88
MN Study Guide	10	20
Reading Efficiency Checks - CE		
DA	10	7
EA	10	7
FA	10	7
GH-HG	10	7

Budget Continued

EQUIPMENT	NUMBER	AMOUNT
IJ-JI	10	7
KL-LK	10	7
MN	10	7
Science Study Skills Kits		
C	1	15
D	1	15
E	1	15
F	1	15
G	1	15
H	1	15
I	1	15
Social Studies Kits-Study Skills		
CC	1	15
DD	1	15
EE	1	15
FF	1	15
GG	1	15
HH	1	15
II	1	15
Reference Study Skills Kits		
CCC	1	15
DDD	1	15
EEE	1	15
FFF	1	15
GGG	1	15
HHH	1	15
III	1	15
Study Skills Orientation Kit D-J	1	6
Study Skills Record Packets	10	15
Reading 300 Instructors Manual	1	14
Reading 300 Paperback Library		
GH	1	42
IJ	1	42
KL	1	49
MN	1	53
Reader's Inventory	50	13
Reader's Inventory Manual	1	1
Tach-X DEFA Word Filmstrips	1	55
TX Word Book DA	10	23
TX Word Book EA	10	23
TX Word Book FA	10	23
FX-DA Word Discs	2	8
FX-EA Word Discs	2	8
FX-FA Word Discs	2	8
DR-DA Story Filmstrips	1	88
CR-DA Study Guide	10	16
CR-EA Study Filmstrips	1	88
CR-EA Study Guide	10	16
CR-FA Story Filmstrips	1	88
CR-FA Study Guide	10	16
Listen Cassettes L-DA	1	108

Budget Continued

EQUIPMENT	NUMBER	AMOUNT
Listen and Read Cassettes LR-EA	1	108
Listen and Write Cassettes LW-FA	1	108
GO-DA	10	23
GO-EA	10	23
GO-FA	10	23
Listening - LR-MN	1	215
Reading Versatility Tests (8-12)	100	40
Reading Versatility Tests (12-College)		40
Scoring Stencils Forms A	2	1
Scoring Stencils Form B	2	1
Skimming and Scanning Text	6	33
Skimming and Scanning Workbook	10	25
Skimming and Scanning Teacher's Guide	1	1
EQUIPMENT TOTAL		$16,597
Telephone		600
TRAVEL		
Staff (Recruitment, meetings with other agencies, National and Regional meetings)		3,000
Consultants' travel + per diem		1,100
Consultants' fees		1,000
Students' travel		500
TRAVEL TOTAL		$ 5,600

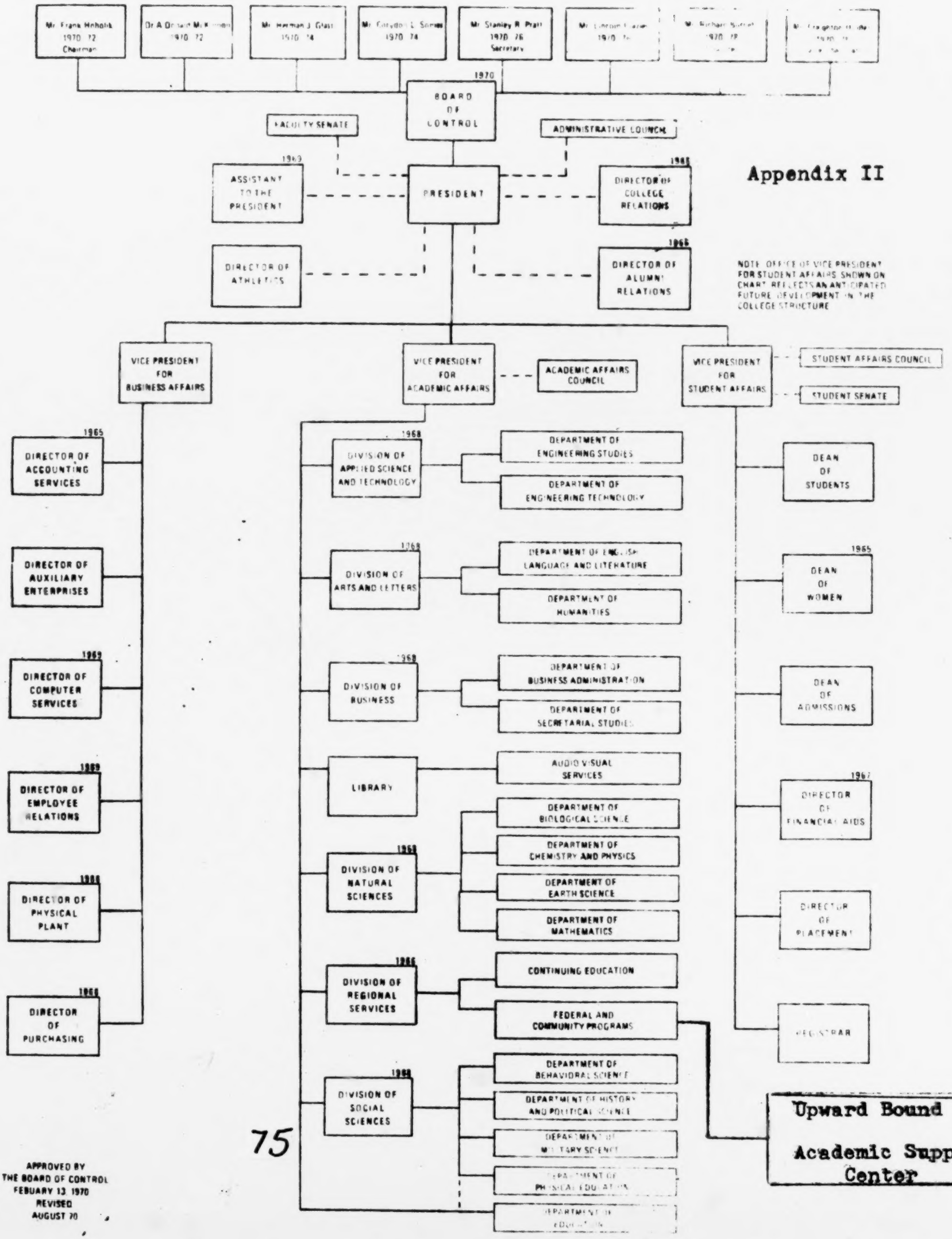
BUDGET SUMMARY 1971-72

Personnel	$ 83,903
Equipment	16,597
Telephone	600
Travel & Consultants Fees	5,600
Indirect Costs (8%)	8,533
TOTAL	$115,233

LAKE SUPERIOR STATE COLLEGE

ORGANIZATION CHART

Appendix II



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